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2015

ARAB 102: First-Year Arabic Language—A Peer Review of Teaching Project Benchmark Portfolio

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University of Nebraska-Lincoln Department of Modern languages &literatures

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Peer review project 2014-2015 ARAB 102 **Prof. Abla Hasan**



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August, 18, 2014

I am so interested in the peer review project at UNL. Such an academic development opportunity will be the best assistance I can get to meet the challenge from being the only professor in the Arabic program, responsible for both developing the program and teaching the three different levels of Arabic at UNL. I strongly believe in continuous learning as a tool to improve our educational techniques and teaching philosophies, not only because teaching is my main focus and academic responsibility as a professor of practice, but also because teaching has always been my main passion and most rewarding personal interest.

The Arabic program at UNL is an interestingly growing program. We have started only the last fall by two classes to develop in less than one academic year to adding a third year Arabic and introducing Minor in Arabic studies. Students' enrolment in the three levels of Arabic I teach are promising. For the coming fall 2014 we had even to move the meeting room for my ARAB 101 class to a new room with a larger capacity (46 students) because of the increasing number of enrolment.

Although I will be teaching three levels of Arabic for spring 2015, I am choosing ARAB 102 (First year Arabic) for the project, since the number of students in this class is more manageable and comes in the middle between first year and third year Arabic. I am anticipating that 15 to 17 students will be enrolled in this class.

I look forward to all the exceptional training and developing opportunities the peer review program at UNL provides and I truly look forward to hearing from you.

Best regards,

Abla Hasan, PhD Assistant Professor of Practice of Arabic Language &Culture Undergraduate advisor Department of Modern Languages & Literatures University of Nebraska-Lincoln Fulbright Scholar 1025 Oldfather Hall Tel: 402-472-7922

Memo 1: Course goals and objectives

The course I will be teaching for spring 2015 and considering for the Peer review project is First year Arabic /ARAB 102 (see syllabus in Appendix). The Arabic program offered at UNL provides 3 years of Arabic teaching. This class comes as the second semester in the students' way to get their minor in Arabic studies – if interested- or to reach the highest levels of language proficiency provided at UNL. Now, the fact that the majority of Arabic programs nationwide provide 4 to 5 years of Arabic and we provide only 3 years makes us modify our goals, so we strive to reach advanced levels in an accelerated way. In addition, the fact that Arabic is not taught in Nebraska high schools, unlike other languages also offered at UNL, adds to the challenging nature of teaching Arabic. Students enroll in Arab 101 start from the novice level to end with high Novice by the end of the first year. Second year starts with law intermediate and we get to high intermediate by the end of the year; therefore, Arab 102 (the class I am considering for the peer review project) is a class designed to reach high novice to low intermediate levels. However, despite the acknowledgment of these challenges, the national guidance of assessing different language proficiency levels as adopted by ACTFL and STARTALK are highly implemented and considered as a pedagogic guidance.

Goals of the class are derived from goals nationally recognized and agreed upon for low intermediate Arabic learners' .This systematic consistency with the nationally recognized standards -albeit can be more challenging- insures students' ability to pursue national major programs in Arabic or their ability to compete for national grants, scholarships and study abroad programs. The standers adopted by ACTFL and STARTALK equally consider the linguistic as well as the cultural content of teaching Arabic. These standers known as the five C's are:

Communication, Cultures, Connections, Comparisons, and Community. In my ARAB 102 Syllabus these standards are structured in two different ways: in a <u>general summative way</u>, that typically comes under the course description and in a step by step <u>detailed way</u> that takes care of highlighting the specific standard that each class will be focusing more on. As you can see in the attached syllabus every class prepares students to what they expect to learn by including in the class syllabus a chart with the different categories, namely:

- 1- Class topic
- 2- Class required reading
- 3- Type, goal of activities and applied standard (Communication, Cultures, Connections, Comparisons, and Community).

However, this clarification doesn't entail the complete isolation or separation between different standards or variable linguistic skills, since they must be all equally practiced and equally taken care of because of their intertwined nature. Nevertheless, the schedule is highly useful, in terms of bringing more attention to the main focus of the class, without indicating the irrelevancy of the rest of standards or mods of standards.

As mentioned before, the cultural content of learning Arabic is part of the international and global student adventure. Therefore, students will be exploring different local cultural notions and concepts, different ways of understanding and evaluating global social practices, and they will have a better chance to be better prepared as global citizens. This acquired global awareness is of continuous increasing value, especially if we take into consideration the increasing international tensions, global conflicts, and struggles based on local ideological agendas. With no doubt, students more involved into academic programs with global context will have way better chances for

future professional success, and will be more prepared for more effective political as well as widely recognized academic, political and diplomatic participation.

Writing a class portfolio and participating in the peer review project is a great useful tool I need for documenting my teaching strategy, student learning outcomes and for highlighting all the effort I invest in my career as a teacher, particularly speaking, as a professor of practice; because as a professor of practice, my main concern and my main duty is quality teaching. I have 0% research responsibility and I am mainly evaluated as a teacher.

My portfolio will cover almost all different aspects intrinsic to my course: assessment, different levels of assessment, student engagement, activities and strategies for insuring student in -class engagement, effective technology implementation, outside activities, etc. Different ways will be used to assess student learning outcomes. Meeting the class objectives for ARAB 102 means meeting the following goals:

- Students will learn about Arabic countries, they should be able to identify these countries on the map and they should be able to say their names in Arabic. Students also should be able to name different nationalities in Arabic and they will practice holding short conversations about different nationalities.
- Students will learn how to count in Arabic
- Students will practice short conversations related to market
- Students will learn the plural in Arabic
- Students will learn colors in Arabic
- Students will learn tenses in Arabic and some useful verbs
- Students will learn how to name the days of the week in Arabic
- Students will learn how to tell time in Arabic

- Students will learn how to name different types of food and drinks, how to order in a restaurant and will be introduced to the Arabic cuisine
- Students will learn how to make negation in Arabic
- Students will learn about comparatives and superlatives in Arabic.
- Students will learn about Arabic culture, Arabic traditional singing and dancing, Arabic social life and Arabic calligraphy.

By the end of the semester students should be able to express themselves in short sentences and hold simple conversations. They should be able to read short paragraphs and write simple sentences.

Memo 2: Teaching methods and Course different assessment tools

Course assessment and student achievement evaluation is done via using two different assessing methods: formal and informal.

4 Formal course assessment:

Formal course assessment includes:

1-Weekly assignments: every week we make sure to work on a specific theme, for example, counting Arabic countries, food, etc. By the end of the week, I post a weekly assignment that includes all the learned skills. Weekly assignments are out of 20 points.

2-Weekly Quizzes: Every Monday students take a quiz.

3-Med term Exam

4-Final Exam

5-Final oral Exam

4 Informal Student assessment:

1-In-class interactive games (to be played collectively)

2-In-class group activities

3- In- class computer games

Examples:

Some **Examples** of the used Activities divided according to the syllabus themes:

Arabic countries

Activity 1: Students will be given cards with names of countries written in Arabic. Students who set in an open box style will practice asking about nationalities by picking one from the class and then holding a simple conversation with him or her:

مرحبا :: مرحبا Student 2: اهلا و سهلا Student 1: من أين أنت؟ أنت؟ أنا من مصر. أنا مصرية

Activity 2:

Students will listen to short traditional Arabic songs along with some videos taken from different Arabic countries; after they listen. They will have to guess what different Arabic countries or cities we picked those videos from.

Counting

Activity 1: Students will play an interactive in-class game to practice numbers from 1 to 10. Students stand in a circle holding each other's hands. They count from 1 to 10. The student who counts 10 should hit his/her friends hand quickly to stay in the game. The circle will keep getting smaller until one student wins the competition.

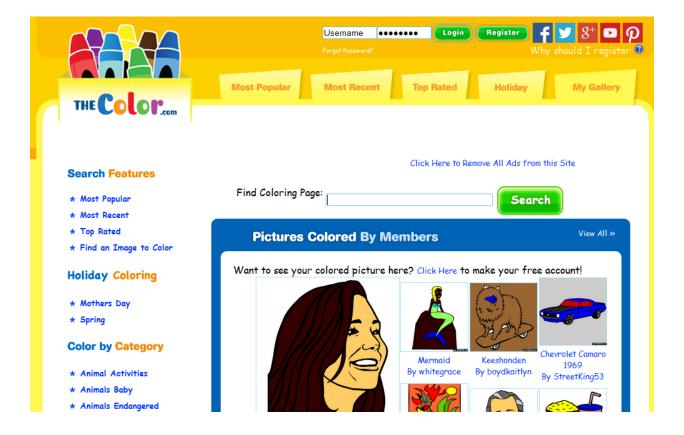
Activity2: After learning counting students will act buying from a traditional Arabic market with paper money to count.

In the market

After learning the names of items usually found in Traditional Arabic markets, students will practice their new vocab by playing a memory game. Students will be divided into 5 groups and they will be given lists of items usually found in Arabic markets. They will see power point photos taken from authentic Arabic markets. Each picture will be shown only for 1 minute. Students will have then to work in groups to decide what they were able to identify and they will have to check the items on their lists. Answers form the five teams will be checked and compared.

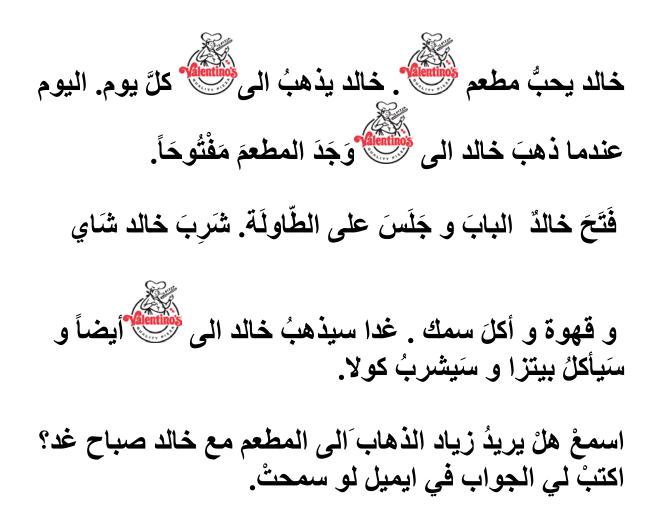
Colors

This class depends on integrating technology into the classroom activities. Students will practice colors with online coloring pages (click on image to go to the site).



Tenses:

Students will practice the four tenses in Arabic by being divided into four groups; each group will represent a tense. Then a printed text will be given to the four groups. The text is designed to include the four tenses of verbs already known by students. Students will take turns in reading the text and finding the tense they represent; they will have to tell the other groups how they figured out their tenses. For example, all tenses in present for "he" would sound like فيعل and ends by the ضمة vowel.



Days of the week:

After learning how to name days of the week, students will practice writing a weekly schedule of some Arabic celebrities. They will work in groups of two to try to guess what is the celebrity is most likely to be doing.

الأمير الوليد ابن طلال



ليل	مساع	ظهيرة	صباح	السبت
				الاحد
				الاثنين
				الثلاثاء
				الاربعاء
				الاربعاء الخمي <i>س</i> الجمعة
				الجمعة

Time:

Students will practice how to say the time by using a design of a clock. Each student will change the time and another student to tell him/ her the time. Questions and answers will be in Arabic.

Verb conjugation:

This activity includes practicing days of the week, telling time, verb conjugation, tenses and verbs. The class will be divided into 4 to 5 groups. Each group will get the timetable for a different character. Groups will have to work together to convert what they see into words. This activity includes practicing telling the time, days of the week, verb conjugation, and tenses.

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Cooking:

Students will play a computer game for cooking. Each game requires two students: a cook and his assistant. The game requires the assistant to give instructions in Arabic to the cook, the cook can't do anything unless he or she hears the instruction given correctly. Instruction will be like

أضف طحين

The team who finishes the task in less time gives one point to his team.

The link to the game can be found by clicking on the image below:



Arabic calligraphy:

Students will be provided by colorful paper and markers and follow a step by step video to create their first masterpiece in Arabic calligraphy!

Memo 3: Analysis of student learning outcomes

- 1- Different learning style survey
- 2- Two step Survey (I can do survey)
- 3- More/less questionnaire
- 4- Course evaluation

1- Different learning style survey

Students' different learning styles can affect their learning outcomes and should be considered for any effective class planning. Students were asked to take a simple survey to determine their learning styles. To be able to provide me by more accurate results, I printed a simple sheet to explain what it means to be a visual learner, an auditory learner or a kinesthetic learner. Also students were provided by a link for more information. As I got the results, the balance between lecturing, games, audio and visual tools was made according to my data analysis (see below)

Three Different Learning Styles

Visual Learners:

- take numerous detailed notes
- tend to sit in the front
- are usually neat and clean
- often close their eyes to visualize or remember something
- find something to watch if they are bored
- like to see what they are learning
- benefit from illustrations and presentations that use color
- are attracted to written or spoken language rich in imagery
- prefer stimuli to be isolated from auditory and kinesthetic distraction
- find passive surroundings ideal

Auditory Learners:

- sit where they can hear but needn't pay attention to what is happening in front
- may not coordinate colors or clothes, but can explain why they are wearing what they are wearing and why
- hum or talk to themselves or others when bored
- acquire knowledge by reading aloud
- Remember by verbalizing lessons to themselves (if they don't they have difficulty reading maps or diagrams or handling conceptual assignments like mathematics).

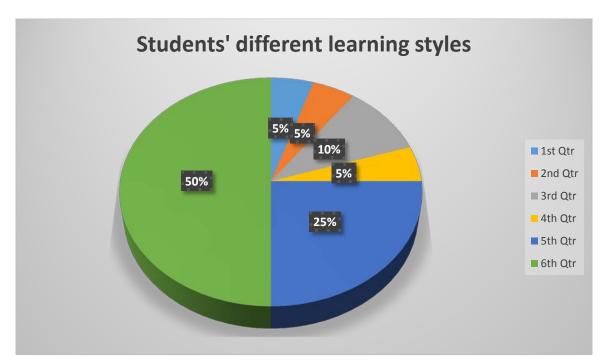
Kinesthetic Learners:

- need to be active and take frequent breaks
- speak with their hands and with gestures
- remember what was done, but have difficulty recalling what was said or seen
- find reasons to tinker or move when bored
- rely on what they can directly experience or perform
- activities such as cooking, construction, engineering and art help them perceive and learn
- enjoy field trips and tasks that involve manipulating materials
- sit near the door or someplace else where they can easily get up and move around
- are uncomfortable in classrooms where they lack opportunities for hands-on experience
- Communicate by touching and appreciate physically expressed encouragement, such as a pat on the back.¹

¹ http://sunburst.usd.edu/~bwjames/tut/learning-style/styleres.html.

To know more about your learning style Go to: <u>http://sunburst.usd.edu/~bwjames/tut/learning-style/stylest.html</u>

The outcome of Different learning styles analysis for ARAB 102 (Spring 2015):





- Visual learners
- Kinesthetic learners
- Auditory learners
- Visual- Auditory learners
- Visual- Kinesthetic learners
- Undecided(referred to themselves as a mixer of the three styles)

As we can see, half the class classified themselves as visual learners and quarter the class classified themselves as: Visual-Kinesthetic learners. These facts were taken into

consideration as the syllabus was slightly modified in favor of a visual and hands on teaching methods.

2- Two step Survey

Students will be asked to answer (I co do sentences) that can show to what degree they have met the goals of the class. The used can do sentences are concluded from the syllabus itself and very connected to the semester's plan. Students will be asked to answer questions related to their linguistic abilities by using numerical values to accurately determine their level. These numerical values are the following:

1: strongly agree

2: agree

3: disagree

4: strongly disagree

5: Not applicable

For the second step, students will be asked to answer the same set of questions they answered for the pre-class survey, except that they will have to demonstrate their knowledge, by answering questions related to the content of the questions they answer positively.

Example:

I can identify some Arabic countries on the map.....

A student who provides 1 or 2 to this question will have to support his positive answer by completing a related simple task like the following:

Where is السعودية on the map?

Class goals and objectives

Spring 2015

ARAB 102

Prof. Abla Hasan

Can do Pre-class survey

Name:..... (optional)

Please give your answer a numerical value from 1 to 5

1: strongly agree

2: agree

3: disagree

4: strongly disagree

5: Not applicable

Arabic countries:

-I know how to name Arabic countries in Arabic

-I can identify some Arabic countries on the map.....

- I can say where I am from in Arabic

- I can ask about others about their nationality in Arabic
- I can hold a short conversation about nationality in Arabic

Numbers and counting:

- I can count from 1 to 100 in Arabic.....
- I can read and write numbers in Arabic
- I can say my age in Arabic.....

In the market:

- I can say "how much?" in Arabic.....
- I can use how much short sentences to buy basic grocery.....
- I can name most of what is found in traditional Arabic market.....

The plural:

- I know the three types of plural in Arabic.....
- I can apply the plural rule to any Arabic word.....

Colors:

- I know how to name colors in Arabic.....

Verbs & sentences:

- I can use basic verbs in Arabic to make informative short sentences.....
- I know the four tenses in Arabic
- I can use the tenses to express things happened in the past, in present and in

future.....

Days of the week:

- I can name days of the week in Arabic

Time:

- I can tell time in Arabic.....

Eating and drinking:

- I can make an order in a restaurant.....
- I can name some Arabic traditional meals in Arabic.....
- I can name different types of food and drinks.....

Grammar:

- I can make negation in Arabic.....
- I can use comparatives and superlatives in Arabic.....
- I can identify the verb-tense in Arabic
- I can change the verb from tense to tense

Arabic culture: (please circle what applies to you and give it a value from 1 to 5)

1: strongly agree

2: agree

3: disagree

4: strongly disagree

5: Not applicable

I am so interested in Arabic culture. I would like to know more about

- Women issues
- Islam
- Radical Islam
- Traditions
- Social life
- Arabic history
- Arabic literature
- Arabic celebrities
- Arabic movies
- Arabs view of the west
- Food
- Arabic Nature and archeology
- Arabic politics
- The Arab spring

Class goals and objectives

Spring 2015

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Can do end of -class survey

Class goals and objectives

Spring 2015

ARAB 102

Prof. Abla Hasan

End of class survey

Name:..... (optional)

Please give your answer a numerical value from 1 to 5.

1: strongly agree

2: agree

3: disagree

- 4: strongly disagree
- 5: Not applicable

Arabic countries:

-I know how to name Arabic countries in Arabic

Mach the following countries in Arabic to the English:

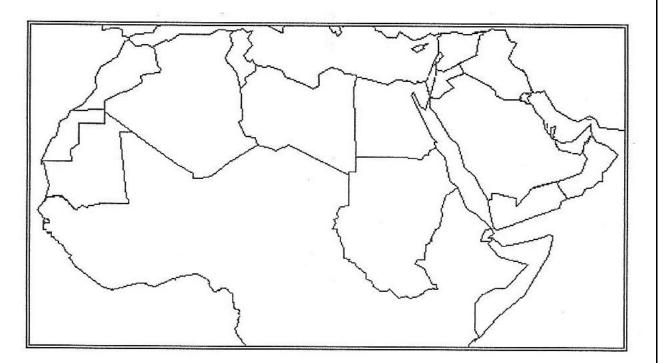
Egypt- Syria- Morocco

المغرب- سوريا- مصر

-I can identify some Arabic countries on the map.....

Name the Arabic countries on this map

(You can provide your answer in English)



- I can say where I am from in Arabic

Can you write this sentence in Arabic: I am from America

.....

- I can ask about others about their nationality in Arabic

How can you say in Arabic : "Where are you from?"

.....

- I can hold a short conversation about nationality in Arabic

Numbers and counting:

- I can count from 1 to 100 in Arabic.....

Please write numbers from 1 to 10

.....

- I can read and write numbers in Arabic

What is this number? Circle the correct answer

48

أربع و ثمانون - ثمان و أربعون- خمسة و ستون

- I can write my age in Arabic.....

.....

In the market:

- I can say "how much?" in Arabic.....

.....

- I can use how much short sentences to buy basic grocery.....

Can you say in Arabic "How much is the bread?"

.....

- I can name most of what is found in traditional Arabic market.....

Give examples

.....

The plural:

- I know the three types of plural in Arabic.....

.....

- I can apply the plural rule to any Arabic word.....

What is the plural from كلمة?

Colors:

- I know how to name colors in Arabic.....

Complete the sentence by choosing the correct answer

لون القهوة (أسود اأحمر - أخضر)

Verbs & sentences:

- I can use basic verbs in Arabic to make informative short sentences.....

Use the verb کتب in short sentence

- I know the four tenses in Arabic

What are the four sentences in Arabic? (You can write them in English)

.....

- I can use the tenses to express things happened in the past, in present and in

future.....

Choose the right tense of the verb

هوخلط الكيك.....الان هويخلط......الان هوغدا انتاخلط......جيدا

Days of the week:

- I can name days of the week in Arabic

Saturday =

Sunday=

Monday=

Tuesday=

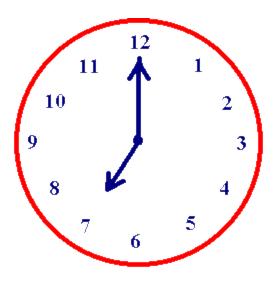
Wednesday=

Thursday=

Friday=

Time:

- I can tell time in Arabic.....
- Can you tell what is the time ?.....



Eating and drinking:

- I can make an order in a restaurant.....
- I can name some Arabic traditional meals in Arabic.....

Give examples?

.....

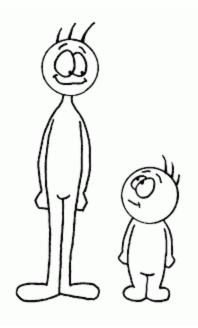
- I can name different types of food and drinks.....
- Name what you see?



Grammar:

- I can use comparatives and superlatives in Arabic.....

How do you describe what you see?



Ahmad Ali

- I can identify the verb-tense in Arabic

كتب- يكتب- سيكتب- اكتب

- - I can change the verb from tense to tense

What is the future tense from مسبح?

<u>Arabic culture</u>: (please circle what applies to you and give it a value from 1 to 5)

1: strongly agree

2: agree

3: disagree

4: strongly disagree

5: Not applicable

I am so interested in Arabic culture. I would like to know more about

- Women issues
- Islam
- Radical Islam
- Traditions
- Social life
- Arabic history
- Arabic literature
- Arabic celebrities
- Arabic movies
- Arabs view of the west
- Food
- Arabic Nature and archeology
- Arabic politics
- The Arab spring

Class evaluation:

Classify the following as things: 1 you wished to see more

2 things you wished to see less

3 things that had a reasonable balance

Culture classes

Grammar

Time to practice

Games

Conversation

Repetition

Videos

Power points

Using the book

Quizzes

Assignments

Analysis of can do survey:

Students had to answer 520 can do statements that were created according to my course goals. Out of the 520 questions students answered 329 questions, choosing numerical values for their answers according to the following scale

1: strongly agree

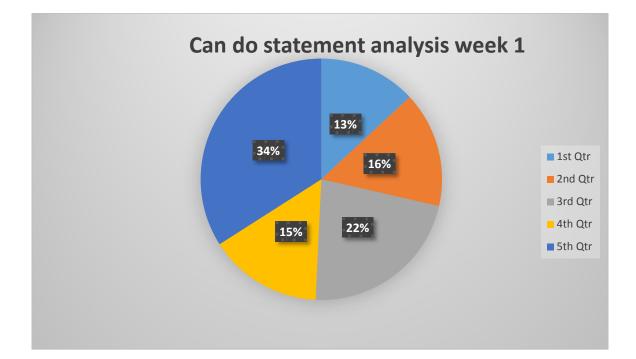
2: agree

3: disagree

4: strongly disagree

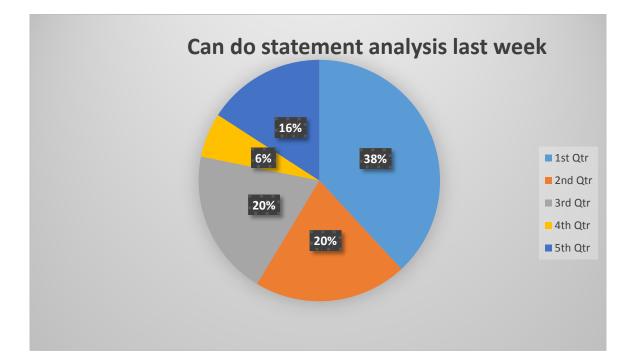
5: Not applicable





- 1 strongly agree
- 2 agree
- 3 disagree
- 4 strongly disagree
- **5** not applicable to me

Last week can do statement analysis:



- 1 strongly agree
- 2 agree
- 3 disagree
- 4 strongly disagree
- 5 not applicable to me

Conclusions:

Students took the end of class can do statement survey. The goal from taking it was to see if the course was able to meet the course objectives previously mentioned. To make it a general linguistic ability quiz, students had to take the survey with no previous preparation. End of class can do survey was provided by questions to demonstrate the actual ability of mastering the task.

From comparing the pre-class survey and the end of class survey it was shown that:

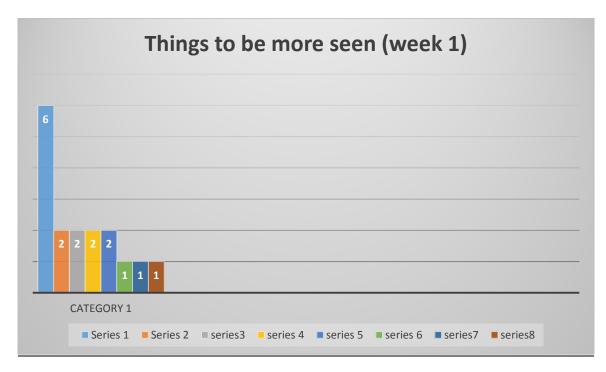
The number of answers holding value 1 increased from 13% to 38% The number of answers holding value 2 increased from 16% to 20% The number of answers holding value 3 dropped from 22% to 20% The number of answers holding value 4 dropped from 15% to 6% The number of answers holding value 5 dropped from 34% to 16%

2- Analysis of More/ less questionnaire:

In this survey, students were asked about what they like to see more or less in class.

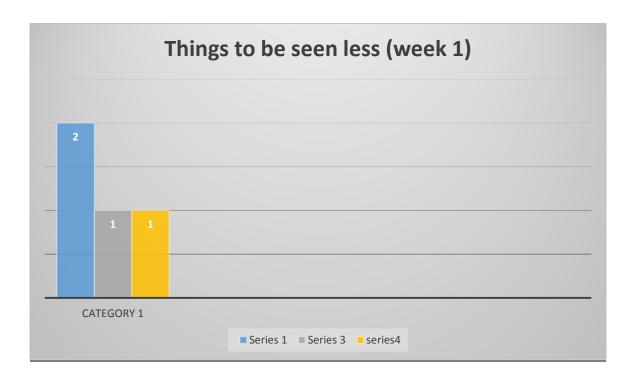
Analysis of more/less questionnaire (week 1):

Things to be seen more:



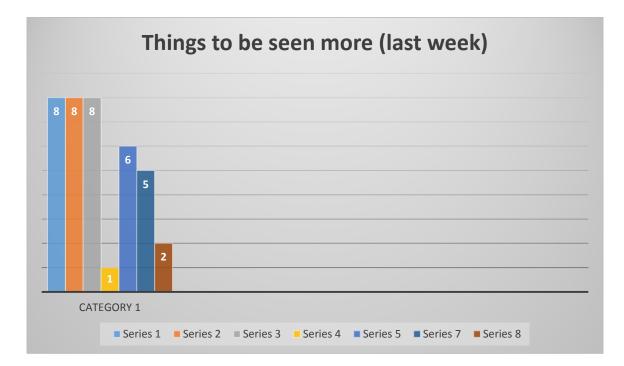
- More culture classes
- More grammar classes
- More time to practice
- More games and interactive activities
- More conversation practice
- More repetition
- More vocab review
- Longer sentence practice

Things to be seen less:



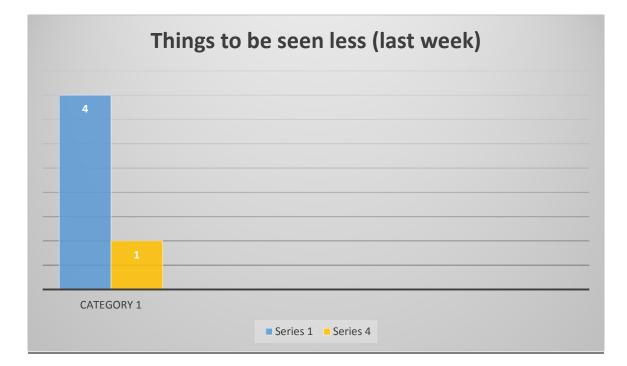
- Less games
- Less usage of the book
- Less challenging quizzes and assignments

Analysis of more/less questionnaire (last week): Things to be seen more:



- Culture classes
- Grammar
- Time to practice
- Games
- Repetition
- Assignments
- The book
- Videos

Things to be seen less (last week):



- Less games
- Less assignments

Conclusions:

First week and last week comparison:

a- Things to be seen less

Things to be seen less (week 1)	Things to bessen less (last week)
2 1 1 CATEGORY 1	4 CATEGORY 1
Series 1 Series 3 series4	Series 1 Series 4

- Less games
- Less usage of the book
- Less challenging quizzes and assignments

b- Things to be seen more

Things to be more seen (week 1)	Things to be seen more (last week)
6 222211 CATEGORY 1	8 8 8 1 6 5 2 CATEGORY 1
Series 1 Series 2 series 3 series 4	Series 1 Series 2 Series 3 Series 4
series 5 series7 series8	Series 5 Series 7 Series 8

- Culture classes
- Grammar
- Time to practice
- Games
- Repetition
- Assignments
- The book
- Videos

From comparing the results from week one and the last week I can roughly conclude the following:

- 1- There is a consistency in students' suspicious attitudes towards games. This can be explained via two facts: First, the difficulty level of the task itself. Students' using their new acquired linguistic abilities feel the challenge from processing information and they seem to be favoring videos which doesn't require more than receiving information. . Second, this result matches the fact that only 5% of the class referred to themselves as totally kinesthetic learners or hands on learners. The study assures with no doubt that understanding student' different learning styles and carefully considering the different portions each class can have is a key factor for an effective addressing to students' individual needs and preferences.
- 2- There is a consistency in students' positive attitude towards videos which can be explained by the fact that 50% of the class classified themselves as visual learners, as found in chart 1.

- 3- The text book used in this course moved from the category of things to be less used to the category of things to be more used. This indicates that the book was considered as a useful educational tool. (this confirmation is important since I switched to the this new text book after one year of teaching another text book)
- 4- Students switched from asking for fewer assignments to asking for more assignments. Some of them asked for longer assignments.
- 5- Students' interest in culture classes continued and increased. Many students found the Arabic culture fascinating and get interested in the language because of their interest in the culture. However, the demand for addressing the culture more, can't be fulfilled solely in language classes and should be satisfied by specialized "taught in English" classes about the Arabic culture. This confirms the importance of introducing the culture classes to the Arabic Studies program at UNL, which will be the next step starting by fall 2015.

INFORMED STUDENT CONSENT STATEMENT

Course Title:

Teacher Name:

Semester/Year:

Your teacher is conducting an inquiry into his/her teaching. He/she is examining the effectiveness of his/her instructional strategies, comparing, and/or evaluating the effectiveness of instructional techniques, curricula, or classroom management methods. This form requests your consent to allow your <u>classroom</u> <u>performance data</u> (e.g., examination scores, project grades, attendance records) and <u>coursework</u> (e.g., examinations, quizzes, papers, drawings) to be included as part of your teacher's classroom inquiry. Examples of actual student work are often very useful to demonstrate how much and how deeply students are learning. The form also asks you to allow your teacher to use these data for possible publication or presentation.

Your participation in this inquiry is voluntary, and there is no compensation should you choose to participate. The inquiry will be conducted as part of the class practice and activities as defined in your course syllabus. Your participation is not expected to require any added out-of-class time. Unless otherwise specified, your name will be removed from all course work examples and you will not be referred to by name in any published materials or in any presentations. Once the classroom inquiry is complete, all copies of your course work and/or examples that were retained by your teacher will be treated in the same manner as he/she maintains student work and records from other courses.

To indicate your willingness to have your <u>classroom performance data</u> included, please check one of the following two choices:

_____ I allow my classroom performance data to be included in my teacher's classroom inquiry.

_____ I do not allow my classroom performance data to be included in my teacher's classroom inquiry.

To indicate your willingness to have your *coursework* included, please check one of the following two choices:

_____ I allow copies of my coursework to be included in my teacher's classroom inquiry.

I do not allow copies of my coursework to be included in my teacher's classroom inquiry.

If you are willing to have your *coursework* included, check one of the following two choices:

____ I decline to have my name remain on any work that is included

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_ I want my name to remain on any course work that is included.

Please specify any additional restrictions on the use of your classroom work:

By signing below you give your permission for work you produce for this course (and your classroom performance data) to be used with the restrictions and for the purposes indicated above. You understand that your grade is <u>not</u> connected in any way with your participation in this inquiry, and that your anonymity will be maintained unless you designate otherwise. Finally, you understand that you are free to decide <u>not</u> to participate in this study or to withdraw at any time without adversely affecting your relationship with your teacher or the university, and withdrawal will not result in any loss of benefits to which you are otherwise entitled.

Your Name (please print):

Your Permanent Address:

Email:

Signature: _____

Date: _____

If you have questions or concerns, please discuss them with your teacher (*Dr. XXXX, Department of XXXX, XXX-XXXX, XXXX@unl.edu*).

University of Nebraska-Lincoln

Syllabus ARAB 102

Spring 2015

Welcome to ARAB 102 Your next adventure to the Arabic world, language and culture start here!

Instructor: Prof. Abla Hasan

MTWRF

AVH-112 CITY

Time: 12:30:PM01:20: PM

Office: 1025 Oldfather

Office hours:

- T 1:30-2:00p.m
- W 1:30-3:30p.m
- R 1:30-2:00p.m

Email address: abla.hasan@unl.edu

Class TA: Nadia Lahbass

Office: 1119 Oldfather

Office hours:

M 2:30 - 3:00

R 1:30- 3:30

F 11:30 - 12:00

Email: nadia.lahbass@huskers.unl.edu

Course Description:

In this course, students will improve their proficiency in the four basic skills: reading, writing, listening and speaking. Students will be encouraged to use their Arabic in different ways to express their views and improve their communicative abilities. The curriculum is carefully designed to integrate technology and to address students' different learning styles (to be determined by taking simple tests: visual, auditory, hands-on... etc..) and to meet the 21st century national standards of teaching foreign languages, known as the five Cs: Communication, Cultures, Connections, Comparisons, and Community. Short Arabic YouTube video movies, designed computer games and authentic written materials are to be used. The course also introduces students to the Arabic and Islamic social and cultural life.

Textbooks (required):

- Mastering Arabic 1 with 2 Audio CDs (Hippocrene Mastering) Paperback by Jane Wightwick (Author), Mahmoud Gaafar (Author), Hippocrene Books, New York, ISBN: 13: 978-0781812382.
- 2- Mastering Arabic 1(activity book): Practice for Beginners (Arabic Edition) Paperback, by Jane Wightwick (Author), Mahmoud Gaafar (Author), Hippocrene Books, Workbook edition (September 30, 2011), ISBN-13: 978-0781812696.

Instructional Method: Method of instruction includes engaging students in different fun learning activities and games carefully designed to insure a smooth learning of new vocabulary and grammar. The class depends on teaching Arabic via working in groups, using electronic media and in-class games and activities. Our Discussions introduce you to the Arabic culture and include the most controversial and even the most misunderstood issues related to Arabic and Islamic culture.

Requirements:

20% assignments, 20% quizzes, 20% mid- term Exam, 20% Final Exam, 20% Final Oral Exam.

Optional Extra credit opportunities for participating in certain activities or writing additional assignments as well as competitive extra credit opportunities will be presented in this class; every extra credit opportunity equals adding two points to your final grade.

Grading scale:

The grading scale in percentage is: A+ 97-100, A 93-96, A- 90-92, B+ 87-89, B 83-86, B- 80-82, C+ 77-79, C 73-76, C- 70-72, D= 67-69, D 63-66, D- 60-62.

Instructor contact:

If you need guidance, additional assistance or if you simply like to have further discussions other than what we do in class, please feel free to come to my office during my office hours or email me to arrange for an appointment if you prefer times other than my office hours.

Attendance policy:

Students are expected to attend **every** class; being absent needs to be justified by way of contacting **the instructor**. Missing classes for no legitimate reason will automatically lower your final grade one degree for each absence (your final grade will be reduced from A+ to A, from A to A- and so on).

Disabilities:

Students with disabilities are encouraged to contact me for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodations to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

Academic Integrity Policy:

UNL Policy of academic integrity and academic honesty applies. Please see UNL Student Code of Conduct for more information.

Cell phone and electronic device usage in class:

Using electronic devise for purposes that exceed class needs can be extremely distractive and shows no appreciation to the instructor as well as to other students, therefore it is totally unexpected to use your cell phone or your laptop for other purposes in class. Violations will not be tolerated and every violation will reduce your final grade one degree(from A+ to A , from A to A- and so on).

Important notes:

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-As you can see the Syllabus refers only to the names of games we will be playing and activities we will be doing. However, a full description of the rules of those games is to be announced on time.

-Every weekends with an assignment. Assignments will be given Friday and will be due the following Monday; late assignments will NOT be accepted.

- The class TA will go through the assignments with you every Monday. 20% of your final grade will be given to assignments. We are going to have 10 Assignments through the course, each equals 2 points.

- Every unit ends with a quiz. After you submit the quiz the class TA will check the quiz with you in class.

-Please give your homework and assignments to the TA.

-Make sure to bring your book and your activity book to every class.

- Students are expected to make a journal where they write down every new word I introduce. Students should bring their journals every class. This journal will be used as our 102 dictionary.

-Students are expected to come to class prepared. Despite student participation is not obligatory; it will still be highly encouraged and appreciated.

-There will be extra optional material posted on BB for those interested in learning more and going beyond what we cover during the course time. This extra material provides additional practice opportunities and won't be required for this course. However, feel free to contact me or the class TA if you had any questions about this material, or if you need some extra help dealing with it.

Class schedule:

*Although all skills are equally practiced and all five standards are equally taken care of because of their intertwined nature the schedule is useful in terms of referring to the main focus of the class without indicating the irrelevancy of the rest of the standards or the mods of standards.

Day	Topic and description of	Reading	Type, Goal of
	methods used		activity and applied
			standards
M 1/12/2015	Countries and people	Unit 9	Communication:
			interpretive mode
T1/13/2015	Music, singing and dancing	No reading	Communication:
	In the Arab world		interpretive mode-

			culture-
			comparisons-
			community.
W1/14/2015	Conversation	Unit 9, p111	Communication:
			interpretive mode
R1/15/2015	Listening	Unit 9	Communication:
	Arabic for travel and everyday	No reading	interpersonal and
	life		interpretive modes.
F1/16/2015	Unit review	Unit 9 in activity	Reading& grammar
		book	application
M1/19/2015	No class/Martin Luther King Jr		
	day		
T1/20/2015	Unit 9 quiz	Unit9	
W1/21/2015	Counting	Unit 10	Communication:
	5		interpersonal and
			interpretive modes.
R1/22/2015	Counting practice	Uint10	Communication:
			interpretive and
			interpersonal.
F1/23/2015	Counting review	Activity book p42	Reading& grammar
1 1/23/2013			application
M1/26/2015	<u>Counting quiz</u>	Counting in unit	
1011/20/2013		10	
T1/27/2015	In the market	Unit 10	Communication:
11/2//2013		0111110	interpersonal and
			interpretive-
			connections
W1/28/2015	In the market	Unit 10	Communication:
VV 1/ 20/ 2013	Memory game	0111110	representational
	Wennery game		mode-connections
R1/29/2015	In the market	Unit 10	Communication:
11/25/2015	ARAB 102acting class		interpretive and
			interpersonal-
			connections-
			comparisons- community.
F1/30/2015	Unit 10 in activity book	Unit 10 in activity	Reading and
1 1/ 30/ 2013		book	-
		DUUK	grammar
	End of unit 10 auto	Unit10	application
M2/2/2015	End of unit 10 quiz		Communication
T2/3/2015	Roots	Unit11	Communication:
			interpretive and
			interpersonal-

			community-
			compassions –
			culture.
W2/4/2015	The plural	Unit 11	Communication:
VVZ/ 1 /2013		Onteri	interpretive and
			interpersonal-
			community-
			compassions –
			culture.
R2/5/2015	Practice the plural with a	Unit 11 in activity	Communication:
112/3/2013	game(TBA)	book , p 46,47	interpretive and
	game(ibit)	500K, p 10, 1,	interpersonal-
			community-
			compassions –
			culture.
F2/6/2015	Review the plural and the		Reading and
	roots in your activity book		grammar
			application
M2/9/2015	<u>Plural quiz</u>	The plural in unit	Communication:
		11	interpersonal and
			interpretive modes
T2/10/2015	Colors	Unit 11	
W2/11/2015	Practice colors with a	Unit11	Communication:
	game(TBA)		interpersonal and
			interpretive modes
R2/12/2015	Conversation	Unit11	Connections-
			community- culture.
F2/13/2015	Unit 11 review activity book	Activity book	Reading and
		unit11	grammar
			application
M2/16/2015	End of unit 11 quiz		
T2/17/2015	Tenses (Some useful verbs)	Unit12	Grammar
W2/18/2015	Some useful verbs practice	Unit12	Communication:
			interpretive and
			interpersonal
			modes-
			comparisons-
			connections
R2/19/2015	Tense practice	Unit 12	Communication:
	Student activity		interpretive and
			interpersonal
	The past		modes-
			comparisons-

			connections					
F2/20/2015	Review the past tense	Unit12 in activity book	Reading					
M2/23/2015	End of Unit12 quiz							
T2/24/2015	Exam1							
W2/25/2015	Days of the week	Unit14	Communication: interpretive and interpersonal modes					
R2/26/2015	Student presentations Your schedule for one week	Student presentations Unit14						
F2/27/2015	Days of the week review	Activity book	Reading &grammar application					
M3/2/2015	Days of the week quiz							
T3/3/2015	What's the time?	Unit16	Communication: interpretive and interpersonal modes					
W3/4/2015	Practice the time with the moving clock game	Unit16	Communication: representational mode-connections- comparisons					
R3/5/2015	Listening	Uit16	Communication: representational mode-connections- comparisons					
F3/6/2015	Unit 16 review	Unit 16	Reading and grammar application					
M3/9/2015	Time telling quiz							
T3/10/2015	Education	Unit16						
W3/11/2015	Education 2	Unit16	Communication: interpersonal and interpretive					
R3/12/2015	Education in the Arab world		Culture					
F3/13/2015	Review for unit 16	Activity book	Reading &grammar application					
M3/16/2015	The big Arabic day at UNL <mark>No class</mark>							
T3/17/2015	End of unit 16 quiz							
W3/18/2015	Reading practice		Culture-community-					

			communication: presentational mode
R3/19/2015	Reading practice 2		The same
F3/20/2015	Reading practice 3		The same
M3/23/2015	No class/Spring Break		
T3/24/2015	No class/Spring Break		
W3/25/2015	No class/Spring Break		
R3/26/2015	No class/Spring Break		
F3/27/2015	No class/Spring Break		
M3/30/2015	Review	Unit 15 in your activity book	
T3/31/2015	Arabic culture	No reading	Communication: interpersonal and interpretive modes- culture.
W4/1/2015	How much do you know about Arabic &Islamic culture? "Spinner Game"	Students must prepare challenging questions about the Arabic and Islamic culture. Each question should contain at least one new word in Arabic. Remember not to tell your question to anyone in class.	Community and culture
R4/2/2015	Culture& reading: Arabic calligraphy. Practice with Tagxedo computer game		Culture: explore the cultural perspective related to Arabic calligraphy
F4/3/2015	Speaking practice (practice for the final oral exam)	No reading	
M4/6/2015	Speaking practice	No reading	
T4/7/2015	Eating and drinking new vocab	Unit 17	Communication: interpretive and interpersonal modes.
W4/8/2015	Eating and drinking new vocab	Unit17	Communication: Presentational mode

R4/9/2015	Eating and drinking new	Unit17	Communication:
	vocab		Presentational
			mode
F4/10/2015	Review	Unit 17 activity book	Reading
M4/13/2015	New vocabulary in unit 17		
	<u>quiz</u>		
T4/14/2015	Conversation	Unit 17	Communication:
	ARAB 102 acting class		interpretive and
			interpersonal
			modes.
W4/15/2015	Conversation	Unit 17	Communication:
	ARAB 102 acting class		interpretive and
D4/1C/2015	Culture	110:+17	culture
R4/16/2015	Culture Arabic cuisine	Unit17	Communication: interpretive and
	Alabic cuisille		interpersonal
			modes- culture.
F4/17/2105	Review for unit 17	Activity book	Reading and
1 1/1//2100			grammar
			application
M4/20/2015	End of unit 17 quiz		
T4/21/2015	grammarالنفي	Unit 17	Communication:
			interpretive mode.
W4/22/2015	Practice Negation with a		Grammar
	game "raceway"		&communication
R4/23/2015	Comparing things	Unit 18	interpersonal
			mode- interpretive
			mode
F4/24/2015	Review for comparatives and	Activity book, unit	
NAA /27 /2045	superlatives in unit 18	18	
M4/27/2015	comparatives and superlatives		
T4/28/2015	<u>quiz</u> How to use "lakin"	Unit 18	Communication:
14/28/2015	How to use Takin	Unit 18	interpretive and
			interpersonal
			modes.
W4/29/2015	Review for unit 18	Unit 18, activity	Reading and
, ,		book	grammar
			application
R 4/30/2015	End of unit 18 quiz		
F 5/1/ 2015	Final exam		
M 5/4/2014	Suggested day for final Oral		

Exam * from 3:30 to 5:30p.m

*The final oral exam will be held in my office, 1025 OLDH. The date suggested for the final oral Exam can be changed according to your schedule or other priorities. A signing sheet will be given to make sure that the suggested time works for everyone. It is totally ok to contact me to change your oral exam schedule for any updates or changes in your schedule.



An example of a weekly assignment

Please correct the underlined verbs

كل يوم (ذهب) خالد الى المدرسة

أنا (كتب) الواجب الان

هم (ذهب) الى الجامعة البارحة

هم (ذهب) الى الجامعة كل يوم

فاطمة (أحب) التفاح

أحمد (كتب) الواجب الان

أنت َ يا سيد جمال (شرب) العصير تفضل !

أنتِ يا سيدة سوزان (شرب) الماء

نحن (احتفل) باليوم العربي في الجامعة غدا ان شاء الله

نحن (ذهب) الى المكتبة بعد 10 أيام

من فضلكم (مسح) الطاولة

An example of a weekly quiz

1-Provide the plural of the following nouns (3 points):

موظفة
سوريّ
قبعة
مرارع
كتاب
قئم

2-Provide the plural of the following sentences (4 points):

محامية جميلة
سياسيّ أمريكيّ
سأل المدرّس المهندس
أحبّ البحر و النهر

3-Provide the plural for the verbs in brackets (2 points):

نحن (ذهب) الى السوق الموظفون (شرب) القهوة

4-Transform the whole sentence into plural (1point):

الممرض و الممرضة و الولد رقص في الحفلة

.....

حظا طيبا

Final Exam report:

This exam was out of 20 points

20=8 students

19=2 students

18=5 students

15-17=2 students

10-12=2 students

Class evaluation& Students comments

Different evaluations were selected as Examples from what students wrote about the class.

HASAN, Abla - ARAB 102	SEC 001		ents enro	lled						-	_	
Spring 2015	Enthusiasm	Teacher Available	Teacher there and ontime	Encouraged	Test accurate - material covered	Stimulated my interest	Learned a great deal	Encouraged use of Language	Well Organized	Communicated Effectively	Class was excellent	Teacher was Excellent
												in a start
1	1	2	2	1	1	1	1	1	1	1	1	1
2	1	1	2	1	2	1	1	2	1	1	1	1
3	2	4	1	3	4	4	2	2	4	4	3	3
4	1	1	2	1	1	1	1	2	1	1	1	1
5	1	1	1	1	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1	1	1	1	1	1
7	1	1	1	2	2	1	1	1	1	1	1	1
8	1		1	2	2	2	2	2	2	1	1	1
9	1	1	1	1	1	1	1	1	1	1	1	1
10	1	1	1	1	3	1	1	1	1	1	1	1
11	1	1	1	1	1	1	1	1	1	1	1	1
12	2	4	4	1	1	2	2	2	4	2	3	3
13	1	1	1	1	1	1	1	1	1	1	1	1
<u> </u>	2	3	4	2	4	2	2	3	4	3	3	3
15	1	1	1	1	1	1	1	1	1	1	1	1
17	2	1	3	1	1	1 2	1	1	1	1 1	1	1 2
18	1	1	1	1	1	1	1	1	1	1	1	
19	1	1	1	1	1	1	2	1	1	2	1	1
20	1		1	1	1	1	2	1	1	2	1	1
20												
22												
23												
24												
25												
26												
27												
28												
Concepts												
1 Strongly Agree	15	14	13	15	13	14	14	13	15	15	16	15
2 Agree	4	1	3	3	3	4	5	5	1	2	0	1
3 Neutral	0		1	1	1	0	0	1	0	1	3	3
4 Disagree 5 Strongly Disagree	0		2	0	2	1	0	0	3	1	0	0
6 No Answer	0	0	0	0	0	0	0	0	0	0	0	0
Total	23	27	30	24	30	26	24	26	29	26	25	26
Total replies	19	18	19	19	19	19	19	19	19	19	19	19
Mean	1.21	1.50	1.58	1.26	1.58	1.37	1.26	1.37	1.53	1.37	1.32	1.37 1
* "No Answer" is not counte						1.07	1.20	1107	1.55	1.07	1.52	

HASAN, Abla - ARAB 102 SEC 001 - 20 students enrolled

* "No Answer" is not counted in points or in number of participants.

WE SOLICIT YOUR COMMENTS ABOUT THIS CLASS: Dr. Abla is AWESOME. We are so lucky to have her. WE SOLICIT YOUR COMMENTS ABOUT THE TEACHER OF THIS CLASS: This class was good. A lot of information covered in a short time though and NAME (optional):

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WE SOLICIT YOUR COMMENTS ABOUT THIS CLASS:

Avabic is a different language, not a difficult. language! This course has been efficiently organized It's been built to instrument new and old vocab, which sometimes is rare. So languages cover vocab than forget about it. I would recommend oral quizzes every week, I fuink speaking is more important than writing,

WE SOLICIT YOUR COMMENTS ABOUT THE TEACHER OF THIS CLASS:

Abia is AWESOME !!

NAME (optional):______

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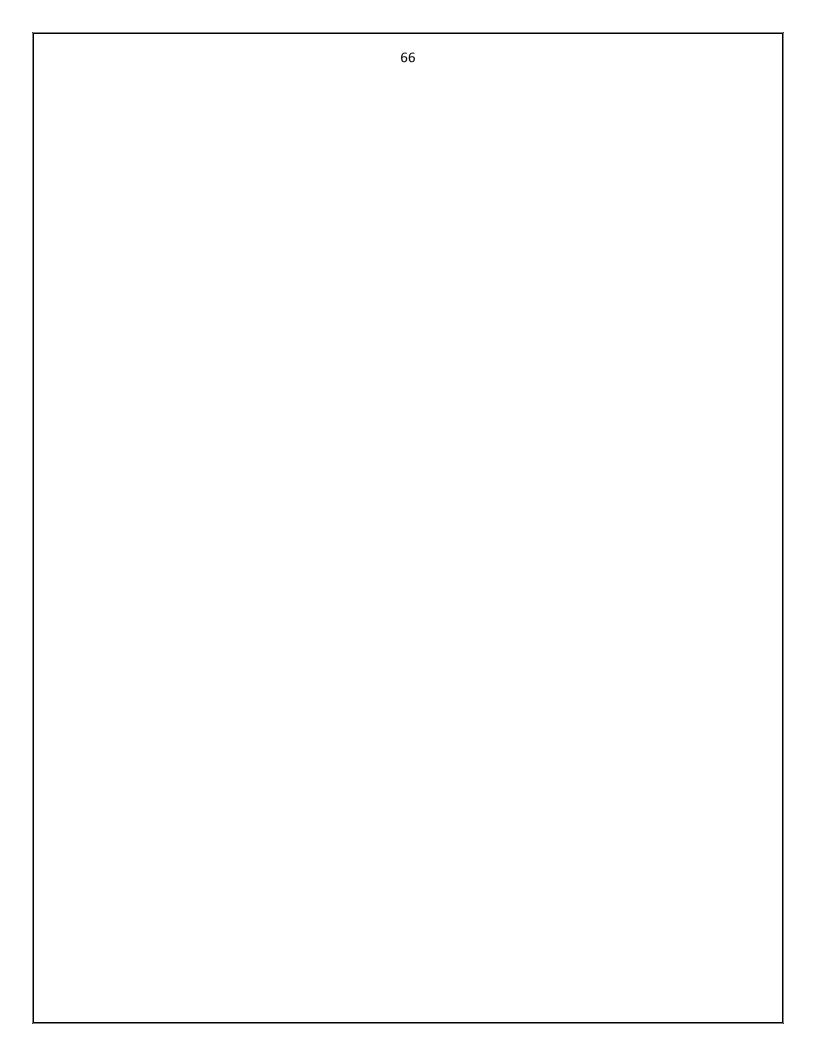
WE SOLICIT YOUR COMMENTS ABOUT THIS CLASS:

I loved this class and I love this language. Consider Creating/a graduate level Arabic degrier !

WE SOLICIT YOUR COMMENTS ABOUT THE TEACHER OF THIS CLASS:

Energetic, enthusiastic, Considerate, Professional, Knowledgealde. Make us feel motivates

NAME (optional):



WE SOLICIT YOUR COMMENTS ABOUT THIS CLASS:

WE SOLICIT YOUR COMMENTS ABOUT THE TEACHER OF THIS CLASS:

Dr. Hasaan is enthusiastic, declicated, knowledgable, and very helpful. One of the best professors live had at UNL.

NAME (optional): Leemach Massati